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ABSTRACT

This document summarizes the Public Community and Technical College Institutional Effectiveness Process sponsored by the Texas Higher Education Coordinating Board. The Institutional Effectiveness (IE) process was implemented in response to the Carl D. Perkins Vocational and Technical Education Act, which stipulates that public institutions of higher education offering technical/vocational education programs supported by funds from the Act must be evaluated periodically. Two methods of evaluation are available. The first is an on-site evaluation conducted by peer reviewers. The second is an information and data review conducted by Coordinating Board staff members. The IE process is based on seven critical success factors. Each critical success factor is evaluated based on specific measures and standards. Institutional characteristics include: (1) mission/strategic planning/institutional resources; (2) effective use of Perkins resources; (3) access/effectiveness of student services; (4) achievement; (5) continuing education/workforce development; (6) quality of academic areas; and (7) quality of workforce education programs. The document also provides the specific measures and standards utilized to evaluate each success factor. (RC)

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ED 471 961

Texas Higher Education Coordinating Board

Public Community and Technical College Institutional Effectiveness Evaluation Process

Introduction

The Texas Higher Education Coordinating Board's State-Level Institutional Effectiveness (IE) Process is an initiative designed to evaluate and verify the effectiveness of public community and technical colleges in Texas. The IE process permits colleges to make systematic use of evaluation results for the purpose of continuously improving institutional performance, services, and workforce education programs.

Purpose, Authority, and Expectations

Provisions of Texas Education Code, Section 61.0501 and U.S. Public Law 105-332 (Carl V. Perkins Vocational and Technical Education Act of 1998), charge the Coordinating Board with the responsibility of evaluating the effectiveness of workforce education programs, academic courses that are included in workforce education program curricula, and student services offered by public community and technical colleges, the Texas State Technical Colleges, and universities that offer applied associate degree programs for the purpose of assuring:

- continuous improvement of Texas' community and technical colleges in response to state and federal goals and higher education mandates, including workforce education and training;
- accountability to the citizens of the state, Texas Legislature, Governor, and to the U.S. Department of Education for expenditures of public funds; and
- responsiveness of Texas' public community and technical college programs and services in developing a well-educated citizenry and highly trained workforce.

Performance expectations for public community and technical colleges, the Texas State Technical Colleges, and universities that offer applied associate degree programs are stipulated in:

- Texas Education Code, Sections 130.003 and 135.01;
- *Criteria for Accreditation Southern Association of Colleges and Schools (SACS);*
- *Guidelines for Instructional Programs in Workforce Education;* and
- *Texas Academic Skills Program Policy Manual.*

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The Institutional Effectiveness Evaluation Process

Two methods of evaluating colleges have been approved by the Board. Each year, the president of each college are asked to select:

- an on-site evaluation conducted by peer reviewers from public community and technical colleges from across the state and led by a Coordinating Board staff member

or

- an information and data review (informally referred to as a desk review) conducted by Coordinating Board staff members. The desk review examines certain elements of the college's activities that have been identified as indicative of program and services quality.

All colleges are automatically scheduled for a desk review unless the president requests an on-site peer review. As a courtesy, the presidents of colleges scheduled for review in a given year are contacted in advance and given the opportunity to stipulate which type of review they would prefer. Both evaluation methods provide valuable information about institutional status and progress toward meeting state and institutional goals. The instruments used to conduct peer review site visits and information and data reviews (desk reviews) are included in this document.

The following primary information sources support the IE initiative:

- the Annual Data Profile, the *Statewide Factbook*, and the College Profiles summarize and analyze data reported by Texas public community and technical colleges relating to state-level goals and federal reporting requirements;

- information derived from the On-Site Review and Information and Data Review processes; and

- the Annual Institutional Self-Evaluation is a required component of the annual application for Federal Perkins Act funds. It requires community and technical colleges to provide data on statewide goals and program-level assessment.

Further Information

Further information about the Institutional Effectiveness Evaluation Process may be found in the Coordinating Board's *Guidelines for Instructional Programs in Workforce Education* (GIPWE). The GIPWE is available for review or download at:

http://www.thecb.state.tx.us/ctc/ip/GIPWE2001/

Questions about the Institutional Effectiveness Evaluation Process should be directed to:

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A Brief History of the Institutional Effectiveness Review Process

In 1992, U. S. Public Law 105-332, more commonly known as the Carl D. Perkins Vocational and Technical Education Act, stipulated that public institutions of higher education offering technical/vocational education programs supported by funds from the Act must be evaluated periodically. Based on the number of public community and technical colleges in Texas, including the Texas State Technical Colleges and the four public universities offering the Associate in Applied Science and/or Associate in Applied Arts degree, it was determined that a period of four years would be required to review all qualifying institutions in the state. The Texas Legislature subsequently passed a law amending Section 61 of the Texas Education Code and creating a four-year institutional effectiveness review cycle.

The Texas Commissioner of Higher Education responded to the review mandate by appointing the standing Community and Technical Colleges Program Quality and Standards Advisory Committee in 1992. The committee is comprised of community college administrators, deans, department and program heads, and faculty members from public community colleges throughout the state. One of the advisory committee's first actions was identification of the critical success factors to be used in the Institutional Effectiveness Evaluation Process. The factors identified by the committee included those stipulated in federal law.

In 1993, the advisory committee conducted a series of public hearings throughout the state for the purpose of providing information about the proposed review process and to solicit comment. That having been accomplished, the review process was piloted in December of that year at Howard College (Big Spring, Texas). At that time, all institutional effectiveness reviews were conducted as peer reviews. Peer review teams are lead by a Coordinating Board staff member, but the actual review of programs and services is conducted by administrators and faculty members from pubic community and technical colleges throughout the state.

The institutional effectiveness review process applies only to vocational/technical or workforce education programs; not to purely academic programs. However, academic courses included in the curricula of workforce programs are reviewed.

As a result of gains in the quality of workforce education programs and student services between 1993 and 2001, the Program Quality and Standards Advisory Committee recommended that colleges should have the option of requesting either an on-site peer review institutional effectiveness evaluation or an information and data review, or "desk review" as it is informally referred to. Desk reviews are conducted by Coordinating Board staff members rather than peers from colleges around the state.

A desk review is an analysis of information and data reported to the Coordinating Board by the college. Based on the information and data, the Coordinating Board staff can determine if workforce education programs meet or exceed the minimum standards established by law and the additional standards identified and adopted by the Program Quality and Standards Advisory Committee.

The desk review process was piloted in 2001. Results of the pilot review year were satisfactory to the Coordinating Board and to the colleges. In April 2002, the Coordinating Board officially adopted the information and data review as part of the institutional effectiveness review process.

In advance of each year within a four-year review cycle, the presidents of colleges scheduled for review in that year are contacted for the purpose of determining which type of review, a peer review site-visit or a desk review, the college prefers. (Colleges are automatically scheduled for a desk review unless a college advises that a peer-review is preferred.) The number of desk reviews versus site visits conducted varies from year-to-year depending on colleges' individual needs and preferences.

INSTITUTIONAL EFFECTIVENESS MEASURES AND STANDARDS FOR TEXAS COMMUNITY AND TECHNICAL COLLEGES

The state-level Institutional Effectiveness process for Texas community and technical colleges is based on seven critical success factors. Each critical success factor is evaluated based on specific measures and standards. Success factors I through VI measure institutional characteristics, while success factor VII is program specific.

I. MISSION/STRATEGIC PLANNING/INSTITUTIONAL RESOURCES

Review of the institution=s commitment and planning efforts in fulfilling the statutory mandates for community and technical colleges and meeting the unique needs of the college=s service area.

II. EFFECTIVE USE OF PERKINS RESOURCES

Review of the institution=s commitment to policies and procedures to ensure quality planning and continuous improvement of programs as mandated by the Federal Perkins Act.

III. ACCESS/EFFECTIVENESS OF STUDENT SERVICES

Review of the institution=s commitment to provide access and services to students with diverse educational, social, and workforce development needs.

IV. ACHIEVEMENT

Review of the institution=s performance in producing high-quality students, programs, and services.

V. CONTINUING EDUCATION/WORKFORCE DEVELOPMENT

Review of the institution's performance in providing quality continuing education and workforce development.

VI. QUALITY OF ACADEMIC AREAS

Review of the institution=s performance in meeting or exceeding standards of excellence in providing academic programs and services, including library resources, transfer facilitation, and developmental education.

VII. QUALITY OF WORKFORCE EDUCATION PROGRAMS

Review of the institution=s performance in meeting or exceeding standards of excellence in providing workforce education programs, including placement of program graduates, equipment and facilities, linkages to schools, business and industry, and advisory committee activities.

I. MISSION/STRATEGIC PLANNING/INSTITUTIONAL RESOURCES

1. Quality of College

A. Measure: College Purpose, Mission and Role
Standard: Published mission statement addresses all statutory requirements [Texas Education Code Section 61.0511, 130.003(e), 130.0011, 135.01]

B. Measure: SACS Accreditation
Standard: Candidacy, accreditation, and/or reaffirmation of accreditation

Date of last SACS accreditation visit: ___/___/_____

Current SACS status:
_____ Candidate
_____ Accredited
_____ Reaffirmed
_____ Reaffirmed after review for substantive change
_____ Reaffirmed with warning
_____ Reaffirmed with probation
_____ Loss of accreditation
_____ Other (describe in comments)

C. Measure: Graduate Guarantee
Standard: Graduate Guarantee for all technical programs (A.A.S. degrees and certificates) in place and published

D. Measure: Institutional Effectiveness
Standard: System in place to monitor and demonstrate continuing improvement that includes all of the following:

_____ Institutional effectiveness plan/strategic plan with measurable outcomes
_____ Program evaluation plan
_____ Improvement plan for administering Perkins annual application
_____ Documented application of evaluation results to show improvement of outcomes

[Coordinating Board Rules 10.21(a)(1) and PL 105-332]

E. Measure: Faculty Qualifications
Standard: Compliance with SACS criteria

Total faculty by highest degree held: (Fall 2000)

_____ No degree
_____ Certificate only
_____ Associate=s Degree
_____ Bachelor=s Degree
_____ Master=s Degree (18 hrs in teaching field)
_____ Doctoral Degree
_____ Total

Source: CBM008

F. Measure: Official College Publications
Standard: College publications are accurate and consistent in describing the institution

Catalog or other publications must contain:

_____ Entrance requirements and procedures
_____ Policy for transfer admission
_____ Rules of student conduct
_____ Academic calendar
_____ Degree completion requirements
_____ Program requirements
_____ Full-time faculty and degrees held
_____ Cost and financial obligations
_____ Refund policies
_____ Advising procedures
_____ General TASP requirements
_____ Transfer-dispute resolution policy

G. Measure: Instructional Effectiveness
Standard: System in place to formally evaluate instructional effectiveness and apply results to improve outcomes

_____ Current, thorough, and clear syllabi (required to meet standard)
_____ Use of student assessments and supervisor/peer observations (required to meet standard)
_____ Curriculum review process (required to meet standard)
_____ Faculty development plans to stay current in field or address educational issues and trends
_____ Use of teaching portfolios
_____ Extracurricular faculty involvement with students (advise, counsel, club sponsorship) to improve learning climate
_____ Implementation and integration of current technology as defined by the college=s educational technology plan
_____ Other (describe in comments)

Note: Exceeds standard if five (5), including the required items, or more are present.

H. Measure: Professional Development Activities
Standard: Systematic method for identifying and meeting professional development needs of college employees in place that includes at least five (5) of the following:

_____ Improving career counseling/job placement assistance
_____ Addressing differences in learning styles of students
_____ Addressing special needs of special populations
_____ Staying current in academic or technical field, including participation in business and industry partnerships
_____ Integrating academic and technical curricula
_____ Overcoming cultural bias
_____ Improving teaching performance, including use of active learning strategies
_____ Use of technology instruction
_____ Complying with the policies and mission of the college
_____ Providing technical support for the development of courseware (e.g. instructional telecommunication defined in Coordinating Board Rules Chapter 5, Subchapter H) and technology-based instruction materials
_____ Other (list)

Note: Exceeds standard if six (6) or more are present.

I. Measure: Distance Education
Standard: 100% compliance with Coordinating Board Rules 5.153 (a)-(e) and (g)-(i)

_____ Quality of distance learning instruction is comparable to quality of on-campus instruction
_____ All credit courses and courses awarding Continuing Education Units for distance learning comply with SACS standards
_____ Admission requirements to institution, program, and class/section of students enrolled in distance learning are the same as for on-campus students
_____ Faculty providing distance learning instruction are selected and evaluated using the same standards used for on-campus faculty
_____ Institution provides training and support to enhance the added skills required of faculty teaching classes via instructional telecommunications
_____ Instructor of record participates in the delivery of instruction and evaluation of student progress
_____ Distance learning instruction is administered and supervised by the same office or person administering the corresponding on-campus instruction with comparable evaluation processes
_____ Students enrolled in distance learning instruction have access to academic support services (academic advising, counseling, library and other learning resources, tutoring services, financial aid) that are comparable to those available for on-campus students
_____ Facilities for distance learning instruction (other than student homes as instructional television reception sites) are adequate for the purpose of delivering instruction which is comparable in quality to on-campus instruction

2. Institutional Resources

A. Measure: Fiscal Accountability
Standard: College meets state audit requirements

_____ Annual Audit filed _____ (Date)
_____ Recommendations addressed

B. Measure: Financial Resources
Standard: College meets SACS criteria

II. EFFECTIVE USE OF PERKINS RESOURCES

1. Effective Use of Perkins Resources to promote program quality improvement

A. Measure: Funds Expended Appropriately
Standard: Current funds must be expended for allowable costs. Time and effort reports are well documented. Perkins and institutional funds are not commingled

B. Measure: Use of Perkins Basic Grant Funds for Workforce Education Program Improvement Efforts
Standard: Perkins funds are used to improve workforce education programs in one or more of the following required use of funds:

_____ Strengthen the academic and technical components of workforce education programs through the integration of academics with workforce education programs through a coherent sequence of courses
_____ Provide students with strong experience in and understanding of all aspects of an industry
_____ Develop, improve, or expand the use of technology in workforce education
_____ Provide professional development programs to teachers, counselors, and administrators
_____ Develop and implement evaluations of the workforce education programs, including an assessment of how the needs of special populations are being met
_____ Initiate, improve, expand, and modernize quality workforce education programs
_____ Provide services and activities that are of sufficient size, scope, and quality to be effective
_____ Link secondary vocational and technical education and postsecondary workforce education, including implementing Tech-Prep programs

[Ref: PL 105-332 Section 135]

III. ACCESS/EFFECTIVENESS OF STUDENT SERVICES

1. Access to College and Services

A. Measure: Access and Equity of Women and Minorities
Standard: Proportion of women and minorities in all workforce education enrollment is comparable (± 5%) to overall college enrollment or shows improvement compared to overall college enrollment

College Enroll 1999-00	Workforce Education Enroll 1999-00	College Enroll 2000-01	Workforce Education Enroll 2000-01	
_____	_____	_____	_____	Total
_____	_____	_____	_____	Male
_____	_____	_____	_____	Female
_____	_____	_____	_____	White
_____	_____	_____	_____	African-American
_____	_____	_____	_____	Hispanic
_____	_____	_____	_____	Asian/Pacific Islander
_____	_____	_____	_____	Native American
_____	_____	_____	_____	International
_____	_____	_____	_____	Unknown
_____	_____	_____	_____	Economically Disadvantaged

Source: CBM001, CBM00A

B. Measure: Access to Student Support Services
Standard: Available student support services are accessible to special population students

_____ Career planning and counseling
_____ Learning resources
_____ Special services (transportation, child care, etc.)
_____ Job placement services
_____ Basic Skills assessment
_____ Developmental classes/services
_____ Information for special populations

C. Measure: Office of Civil Rights (OCR) Compliance
Standard: Full OCR compliance

_____ Admissions forms to college/programs/employment are free of discrimination
_____ Public notice of nondiscrimination
_____ Nondiscrimination statement on all publications
_____ Grievance procedures for student/employees are available
_____ Counseling services and recruitment of students are free from discrimination
_____ Employment resources of faculty/staff/students are free from discrimination
_____ Facilities/program accessibility for students with disabilities
_____ Other (describe in comments)

2. Effectiveness of Student Services

A. Measure: Assessment and Remediation of Students
Standard: Students are assessed and remediated as required by law and CB rules (assessment instruments may include any of the Boards designated alternatives to the TASP test)

Note: Exceeds standard if all students are assessed and remediation is supplied to students in TASP-waived programs.

B. Measure: Career Development/Job Placement Services
Standard: Documentation of student use is evident for both of the following:

_____ Career information/career development services/resources
_____ Job placement services

C. Measure: Student Satisfaction with Student Services
Standard: Periodic survey of student satisfaction is conducted and results are applied to improve all of the following:

_____ Career exploration and job placement services
_____ Academic advising
_____ Student counseling services
_____ Financial aid services

D. Measure: Identification of Exemplary Student Services (Optional)
Standard: Student Services meet the standard in II (Effectiveness of Student Services) Measures A. through C. and there is documented evidence that all of the criteria for Exemplary Career Guidance and Counseling Programs as identified by appropriate national professional organizations are present

Option I – Criteria for exemplary programs identified by an appropriate national organization, i.e., the National Association of State Career Development/Guidance Supervisors (NASCD/GS) and the American Vocational Association (AVA) are met:

_____ Assist students to increase self-knowledge and self-advocacy
_____ Assist students in educational and occupational exploration
_____ Assist students in career planning, preparation, and transition
_____ Faculty involvement in career guidance and counseling
_____ Collaboration with other agencies
_____ Collaboration with businesses or industry
_____ Administration has established policies to support student service programs
_____ Facilities where student services program is housed are adequate
_____ Program has plans for adequate financial support
_____ Guidance personnel are qualified (work experience, education, credentials)
_____ Professional development activities are utilized to keep staff current

or

Option II – Criteria for exemplary programs as identified by other national professional organizations are met (describe)

Name of professional organization

_____

Criteria of professional organization met by college

_____
_____
_____
_____
_____

IV. ACHIEVEMENT

1. Persistence, Remediation and Graduation

A. Measure: Completion Rates for Full-time Students not Receiving Remediation
Standard: 30% of full-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within three (3) years

Number	Percent	
_____	_____	All full-time first-time-in-college students (Fall 1998) not receiving remediation
_____	_____	Still enrolled at original institution (Fall 2001)
_____	_____	Graduated from any Texas public 2-year institution (1998-99, 1999-2000, 2000-01)
_____	_____	Transfer to other Texas public 2-year institution
_____	_____	Transfer to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	_____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

NOTE: Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

B. Measure: Completion Rates for Full-time Students Receiving Remediation
Standard: 30% of full-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within four (4) years

Number	Percent	
_____	_____	All full-time first-time-in-college students (Fall 1997) receiving remediation
_____	_____	Still enrolled at original institution (Fall 2001)
_____	_____	Graduated from any Texas public 2-year institution (1997-98, 1998-99, 1999-2000, 2000-01)
_____	_____	Transfer to other Texas public 2-year institution
_____	_____	Transfer to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	_____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

NOTE: Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

C. Measure: Completion Rates for Part-time Students not Receiving Remediation
Standard: 15% of part-time first-time-in-college students not receiving remediation receive a degree or certificate or transfer within five (5) years

Number	Percent	
_____	_____	All part-time first-time-in-college students (Fall 1996) not receiving remediation
_____	_____	Still enrolled at original institution (Fall 2001)
_____	_____	Graduated from any Texas public 2-year institution (1996-97, 1997-98, 1998-99, 1999-2000, 2000-01)
_____	_____	Transfer to other Texas public 2-year institution
_____	_____	Transfer to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	_____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

NOTE: Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

D. Measure: Completion Rates for Part-time Students Receiving Remediation
Standard: 15% of part-time first-time-in-college students receiving remediation receive a degree or certificate or transfer within seven (7) years

Number	Percent	
_____	_____	All part-time first-time-in-college students (Fall 1994) receiving remediation
_____	_____	Still enrolled at original institution (Fall 2001)
_____	_____	Graduated from any Texas public 2-year institution (1994-95, 1995-96, 1996-97, 1997-98, 1998-99, 1999-2000, 2000-01)
_____	_____	Transfer to other Texas public 2-year institution
_____	_____	Transfer to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to a Texas public 4-year institution
_____	_____	Graduated from any Texas public 2-year institution or transferred to any Texas public institution or persisting at original institution
_____	_____	**Graduated from any Texas public 2-year institution or transferred to a Texas public 2-year or 4-year institution**

NOTE: Categories are not mutually exclusive. The last category (bold) is used for determining if the institution meets the standard.

Source: CBM001, CBM002, CBM009

E. Measure: Retention Rates from Fall to Spring of Full-time First-time-in-college Students (taking 12 Semester Credit Hours [SCH])

Standard: Retention from Fall to Spring of students who did and did not receive remediation is not more than 5 percentage points below the state average
or
meets Perkins Standard of 70%

1) Full-time (12 SCH) first-time-in-college (FTIC) students who returned the following Spring

Fall 2000	Spring 2001	Percent Returning	**State Average**
____	____	_____	_____

2) Full-time FTIC students who received remediation in the Fall and returned the following Spring

Fall 2000	Spring 2001	Percent Returning	**State Average**
____	____	_____	_____

3) Full-time FTIC students who did not receive remediation in the Fall and who returned the following Spring

Fall 2000	Spring 2001	Percent Returning	**State Average**
____	____	_____	_____

Source: CBM001, CBM002

F. Measure: Retention from Fall to Spring of Part-time First-time-in-college Students (taking six to 11 Semester Credit Hours [SCH])

Standard: Retention from Fall to Spring of part-time students who did and did not receive remediation is not more than 5 percentage points below the state average
or
meets Perkins Standard of 50%

1) Part-time (6-11 SCH) first-time-in-college (FTIC) students (Fall 2000) who returned the following Spring

Fall 2000	Spring 2001	Percent Returning	**State Average**
_____	_____	_____	_____

2) Part-time (6-11 SCH) FTIC students (Fall 2000) who received remediation in the Fall and who returned the following Spring

Fall 2000	Spring 2001	Percent Returning	**State Average**
_____	_____	_____	_____

3) Part-time (6-11 SCH) FTIC students (Fall 2000) who did not receive remediation in the Fall and who returned the following Spring

Fall 2000	Spring 2001	Percent Returning	**State Average**
_____	_____	_____	_____

Source: CBM001, CBM002

2. Student Outcomes

A. Measure: Course Completion

Standard: Percentage of contact hours completed is not more than 5 percentage points below the state average (Fall 1999)

Acad	Tech (SCH)	Workforce Cont Ed	
_____	_____	_____	Contact hours on 12th class day at official census date
_____	_____	_____	Contact hours at end of reporting period
_____	_____	_____	Percent of contact hours completed
_____	_____	_____	**State average - Percent of contact hours completed**

Source: CBM004, CBM006, CBM00C

B. Measure: 15 Graduates Over Three-Year Period
Standard: 90% of all active workforce education programs produce 15 graduates over three years (except new programs which received CB approval or were first offered within last three years)

_____ Total active programs
_____ Number of new programs producing less than 15 graduates
_____ Total programs evaluated under this standard

_____ Number of programs meeting standard
_____ Percent of programs meeting standard

Note: In future, documentation on students who do not graduate but who gain skills that lead to employment or advancement in positions related to their training can have a positive impact on the program status rating for those programs that do not meet this standard. When a state-wide system is developed with the participation of business and industry to formally and consistently recognize such "marketable skills achievement," those positive program outcomes will be incorporated into the compliance requirements for this standard.

Source: CBM009

C. Measure: 90% Placement of Workforce Education Program Graduates within One Year of Graduation
Standard: 90% compliance for all workforce education programs producing graduates (three year average), except new programs

_____ Total active programs
_____ Number of programs producing no graduates and/or new programs with less than 90% placement rate
_____ Total programs evaluated under this standard

_____ Number of programs meeting standard
_____ Percent of programs meeting standard

Note: Incarcerated students are not counted in the calculations for this measure.

Source: Automated Student and Adult Learner Follow-Up System and CB 116

D. Measure: Technical (SCH) Non-Completers/Non-Returners* Employed or Pursuing Additional Education

Standard: Percent of non-completers/non-returners who are employed or pursuing additional education is not more than 5 percentage points below the state average

Total Non-Completers/ Non-Returners 1999-2000	Employed Only 1999-2000	Additional Education Only 1999-2000	Empl and Educ 1999-2000	Successful Outcomes Number 1999-2000	%
_____	_____	_____	_____	_____	

State Average % _____ ___

*Does not include students who graduated.

Source: Automated Student and Adult Learner Follow-Up System

E. Measure: Licensure Pass Rate

Standard: 90% of students tested on a specific licensure exam pass (Perkins Standard)
or
the percentage of students who take licensure exams and pass is not more than 5% below state average for last three years for the specific licensure exam

_____ Number of programs having licensure exams
_____ Number of programs meeting standard

V. CONTINUING EDUCATION/WORKFORCE DEVELOPMENT

1. Organization and Operations

A. Measure: Mission Statement
Standard: The Workforce/Continuing Education Division has a mission statement that describes the philosophy and functions that guide its program
(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 4, Criterion: 1, The Commission on Colleges of the Southern Association of Colleges and Schools.)

B. Measure: Delineation of Division Operating Procedures
Standard: The institution's mission statement, policies and procedures manual, and/or organizational chart delineates that the Workforce/Continuing Education Division has the authority and responsibility for establishing and administering Workforce/Continuing Education activities in accordance with SACS criteria
(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 4, Criterion: 1, The Commission on Colleges of the Southern Association of Colleges and Schools.)

C. Measure: Formal Planning
Standard: Workforce/Continuing Education courses reflect the educational needs of a target audience, possess clear and concise learning outcomes, are delivered by qualified instructional personnel, and utilize instructional methodologies consistent with the intended learning outcomes
(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 7, CEU Program Criteria, The Commission on Colleges of the Southern Association of Colleges and Schools.)

D. Measure: Workforce/Continuing Education Publications
Standard: Workforce/Continuing Education publications are accurate and consistent

The Workforce/Continuing Education Schedule and/or Catalogue should contain the following information:

_____ Registration requirements and procedures
_____ Workforce/Continuing Education office hours
_____ CE tuition and fee obligations
_____ Refund policies
_____ Workforce/Continuing Education to credit articulation policy
_____ OCR statements
_____ Transcript policy
_____ Local course descriptions, rubrics, and numbers consistent with the WECM
(See 2001 GIPWE, Chapter IV, The Workforce Education Course Manual (WECM), Section H., Guidelines for Continuing Education Unit (CEU) Courses, Part 7, Titles, Course Numbers and Descriptions.)

E. Measure: Professional Development Activities
Standard: Evidence of professional development activities, sufficient to meet the needs of Workforce/Continuing Education personnel, is provided

F. Measure: Staff Support
Standard: Number of staff is adequate to support the Workforce/Continuing Education offerings.

G. Measure: Equipment and Facilities
Standard: Equipment and facilities meet business and industry standards and are adequate and appropriate to support Workforce/Continuing Education offerings

H. Measure: Budget Adequacy
Standard: Budget is adequate to support Workforce/Continuing Education offerings

I. Measure: 360 Hour Workforce/Continuing Education Programs
Standard: Any logical sequence of Workforce/Continuing Education courses that totals at least 360 hours must be approved through the Coordinating Board as a Continuing Education program and must appear on the program inventory
(See The Texas Higher Education Coordinating Board Rules and Regulations, Chapter 9, Subchapter F, Workforce Continuing Education Courses, Section 9.113 (c);
2001 GIPWE, Chapter III, Workforce Education Program Elements, Section A, Workforce Education Programs: Defining Characteristics, Part 2, Types and Characteristics of Awards.)

J. Measure: Workforce/Continuing Education Perkins Eligibility
Standard: Any Workforce/Continuing Education course receiving Perkins funds must meet one or more of the Perkins criteria listed below
(See Annual Application for Basic Grant, The Carl D. Perkins Vocational and Technical Education Act of 1998. Program Year September 1, 2001 – August 31, 2002, The Texas Higher Education Coordinating Board.)
www.THECB.state.tx.us/divisions/ctc/we/perkins2001/annapp/annapp.cfm

_____ Funds may be used only on courses that are part of an approved CB program, and also appear on the CB program inventory (SCH or CEU). A single course offered (that is not part of an approved CB program) cannot be funded.
_____ Funded courses should be the same used to complete a certificate or AAS degree.
_____ For a single CEU course that is required for an individual to maintain his/her professional certification the college must have the program on its inventory.

K. Measure: Transcripting Workforce/Continuing Education Courses
Standard: The applicable rules and regulations (GIPWE and SACS) have been followed when transcripting Workforce/Continuing Education courses
(See 2001 GIPWE, Chapter IV, The Workforce Education Course Manual (WECM), Section H., Guidelines for Continuing Education Unit (CEU) Courses, Part 7, Titles, Course Numbers and Descriptions);
The Continuing Education Unit: Guidelines, Fifth Edition, 1994, pp. 4, 6, The Commission on Colleges of the Southern Association of Colleges and Schools;
1998 Criteria For Accreditation, Commission on Colleges, Section 4.7, Student Records, p. 39, The Commission on Colleges of the Southern Association of Colleges and Schools, Approved by the College Delegate Assembly, December 1984, Modified December 1997;
The Continuing Education Unit Criteria and Guidelines, Fifth Edition, 1993, p 10. International Association for Continuing Education and Training.)

_____ The college has a policy concerning what constitutes the permanent record for each Workforce/Continuing Education student.
_____ There are established and published information-release policies with respect to the privacy rights of individual Workforce/Continuing Education students.
_____ The college has taken all necessary steps to ensure the security of Workforce/Continuing Education student records.
_____ The WECM rubric and course number are used on all official Workforce/ Continuing Education transcripts. (The college course title can accompany the WECM title on these records.)
_____ The college issues a transcript upon a student's request.
_____ The cumulative transcript is the official verification of CEU participation in Workforce/Continuing Education courses.
_____ The cumulative transcript (record) for each individual is maintained for at least seven (7) years.

L. Measure: Tuition/Fee Charges
Standard: All Workforce/Continuing Education tuition/fee charges are consistent with the GIPWE guidelines
(See 2001 GIPWE, Chapter IV, The Workforce Education Course Manual (WECM), Section H., Guidelines for Continuing Education Unit (CEU) Courses, Part 2, General Instructions for Approval and Offering of Workforce Continuing Education Courses, f.)

_____ Tuition and fees for Workforce/Continuing Education courses offered for continuing education units (CEUs) are established by the college's governing board and are uniformly and consistently assessed.
_____ Tuition and fees for Workforce/Continuing Education courses offered for continuing education units (CEUs) are established at a minimum of $.50 per contact hour.
_____ Tuition and fees for students from out-of-state, enrolled in contract courses, are established at a minimum of $4.00 per contact hour.
_____ Exceptions to the tuition and fee charges are thoroughly documented.

2. Access

A. Measure: Access to Student Support Services
Standard: Student support services are accessible to Workforce/Continuing Education students

_____ Career planning and counseling
_____ Learning resources
_____ Job placement services
_____ Basic Skills assessment
_____ Developmental classes/services
_____ Services for special populations
_____ Library services
_____ Financial Aid

3. Workforce/Continuing Education Instruction

A. Measure: Instructional Effectiveness
Standard: There is documented evidence that a system is in place to evaluate Workforce/Continuing Education instruction, and the results of the evaluation have been utilized for continuous course improvements
(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 9, The Commission on Colleges of the Southern Association of Colleges and Schools.)

_____ Workforce/Continuing Education courses are evaluated for quality and effectiveness.
_____ Quality is assured through long range, systematic evaluation process

B. Measure: Distance Education Offered Through Telecommunications (if applicable)
Standard: The quality of distance learning instruction is comparable to the quality of other Workforce/Continuing Education instruction

_____ All courses awarding Continuing Education Units for distance learning comply with SACS standards.
_____ Faculty providing distance-learning instruction are selected and evaluated using the same standards used for other Workforce/Continuing Education faculty.
_____ Instructor/facilitator of record is responsible for the delivery of instruction and evaluation of student progress.
_____ Distance learning instruction is administered and supervised by the same office or person administering other Workforce/Continuing Education instruction with comparable evaluation processes.

C. Measure: Third Party (Contract) Instruction
Standard: All third party (contract) instruction awarding Continuing Education Units and receiving contact hour funding must comply with Texas Higher Education Coordinating Board Rules and Regulations.
(See Texas Higher Education Coordinating Board Rules and Regulations, Chapter 9, Subchapter G, Contractual Agreements, 9.124.)

(100 percent compliance is required)
_____ Contractual agreements have been executed by designated officers of the college and their counterparts in the contracting organization.
_____ Contractual agreements establish a definite understanding between the college and the contracting agency to include each item required by Chapter 9, Subchapter G, referred to above.
_____ Contractual agreements specify the work to be performed, the period of the agreement, and the conditions under which any renewal or renegotiation will occur.
_____ Contractual agreements for instruction comply with all current guidelines of The Commission on Colleges of the Southern Association of Colleges and Schools.
_____ Courses offered as a part of third party (contract) instruction must remain under the sole and direct control of the sponsoring college which exercises ultimate and continuing responsibility for the performance of the functions reflected in the contract.
_____ Instructors of courses taught under third party (contract) instruction must meet qualifications as stipulated by the college.
_____ The college instructor/facilitator of record is responsible for the delivery of third party instruction and the evaluation of student progress in such courses.
_____ Third party (contract) instruction is administered and supervised by the same office or person administering other Workforce/Continuing Education instruction with comparable evaluation processes.

D. Measure: Adult Literacy
Standard: There is documented evidence of serving the literacy needs in the college service area, either through college efforts or with some entities, as demonstrated by the numbers enrolled in the following:
(See Texas Education Code, Section 130.003 (e); Texas Higher Education Coordinating Board Rules and Regulations, Chapter 9, Subchapter C, Purpose, Role, Mission, 9.53 Role, Mission and Purpose of Public Community/Junior and Technical Colleges, (b).)

_____ ABE (if applicable, if not applicable write N/A)
_____ GED (if applicable, if not applicable write N/A)
_____ ESL (if applicable, if not applicable write N/A)
_____ Workforce Literacy programs (if applicable, if not applicable write N/A)

E. Measure: Conversion of Continuing Education Units
Standard: The college complies with SACS criteria for the conversion of Continuing Education Units (CEUs) to Semester Credit Hours (SCHs).
(See 1998 Criteria For Accreditation, Commission on Colleges, Section 4.6, Continuing Education, Outreach and Service Programs, pp. 38-39, The Commission on Colleges of the Southern Association of Colleges and Schools, Approved by the College Delegate Assembly, December 1984, Modified December 1997.)

_____ The college has appropriate documentation that the Workforce/Continuing Education course for which SCH credits are awarded is equivalent to a designated SCH experience.
_____ The college has documented that the credit awarded for Workforce/ Continuing Education coursework represents collegiate coursework.
_____ The college has documentation that all Workforce/Continuing Education courses for which SCH credits were awarded comply with the requirements of SACS criteria.

4. Quality of Workforce/Continuing Education Courses

Part A – Course Content and Development

A. Measure: Awarding Continuing Education Units (CEUs)
Standard: The college complies with THECB guidelines (GIPWE) and SACS criteria (current edition) for awarding Continuing Education Units (CEUs).
(See 2001 GIPWE, Chapter III, Workforce Education Program Elements, Section B, Program Elements, Part 8, SACS Guidelines for the Award of Continuing Education Units (CEUs); The Continuing Education Unit: Guidelines, Fifth Edition, 1994, pp. 3-6, 10,The Commission on Colleges of the Southern Association of Colleges and Schools.)

Compliance must include all of the following:

_____ Curriculum is linked to business and industry.
_____ Syllabi contain clear written learning outcomes.
_____ Content and instructional methods are consistent with learning outcomes.
_____ A system of monitoring course outcomes is in place and utilized.
_____ Professional/agency standards and requirements are incorporated.
_____ There is a supportive and positive environment that enhances learning.
_____ CEUs have been correctly calculated.
(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 5, The Commission on Colleges of the Southern Association of Colleges and Schools.)

B. Measure: The Use of Special Topics and Local Need Courses
Standard: The college complies with THECB guidelines (GIPWE) when using Special Topics and/or Local Need courses.
(See 2001 GIPWE, Chapter IV, The Workforce Education Course Manual (WECM), Section H, Guidelines for Continuing Education Unit (CEU) Courses, Part 4, CEU Special Topic Courses, and Part 5, CEU Local Need Courses.)

(100 percent compliance is required.)

Special Topics Courses

_____ All Special Topics courses fall within the 7-112 contact hour range.
_____ A WECM Special Topics course form has been submitted to the Coordinating Board for each Special Topics course offered.
_____ All Special Topics courses offered by the college are listed on its course inventory.

Local Needs Courses

_____ All Local Need courses fall within the 7-176 contact hour range.
_____ There have been NO MORE than THREE Local Need courses per 4-digit CIP code area taught within any one quarter.
_____ All Local Need course requests were submitted to the Coordinating Board for approval PRIOR to the instruction being offered. (Exceptions must be justified.)
_____ All Local Need courses offered are current (approved within the past 24 months).

Part B – Persistence and Successful Course Completion

A. Measure: Students Completing Courses
Standard: The college has a system for identifying and documenting the successful course completion of Workforce/Continuing Education students.

Part C – Business and Industry Relationships

A. Measure: Workforce Development Activities
Standard: College efforts to support the needs of local industry are evidenced by:

Number served (duplicated):

_____ Companies served through contract or tuition agreements (Institutional data)
_____ Enrollment in non-funded Workforce/Continuing Education courses [NOTE: These are Workforce/Continuing Education enrollments not reported for funding] (Institutional data)
_____ Enrollments in funded Workforce/Continuing Education courses [Most recent annual report]

B. Measure: Business and Industry Partnerships
Standard: There is active involvement with business/industry and documented evidence of at least two (2) of the following:

_____ Business and industry supports the institution through resource sharing (providing off-site facilities, equipment, labs, donating equipment and/or loaning personnel)

_____ Internships/apprenticeships/co-ops/practica/clinicals
(See 2001 GIPWE, Chapter III, Workforce Education Program Elements, Section B, Program Elements, Part 7, Verification of Program Competencies, C. External Learning Experiences, (15); 2001 GIPWE, Chapter IV, The Workforce Education Course Manual (WECM), Section H., Guidelines for Continuing Education Unit (CEU) Courses, Part 6, External Learning Experiences.)

_____ Contractual agreements with business/industry

_____ Working with Local Workforce Development Board(s)

_____ Other (describe under comments):

C. Measure: Employer and Student Satisfaction
Standard: College has a system for measuring and documenting employer and student satisfaction and uses results for program improvement. Documentation may include surveys or interviews with students, employers, and/or advisory committee members, as well as other data

D. Measure: Advisory Committee Membership
Standard: A Workforce/Continuing Education representative participates on SCH and/or Continuing Education advisory committees, as appropriate

E. Measure: Course and/or Curriculum Revisions/Additions
Standard: Course and/or curriculum revisions/additions are determined by:

_____ Input from Workforce Education Advisory committees

_____ Industry-specific needs assessment data

_____ Local and/or regional labor market data

_____ National and/or state labor market trend data

_____ Other (describe under comments):

5. Quality Of Community Service Courses

A. Measure: Planning of Community Service Courses
Standard: Evidence shows that Community Service courses that do not award Continuing Education Units (CEUs) are educational activities sponsored by an academic or administrative unit of the institution
(See The Continuing Education Unit: Guidelines, Fifth Edition, 1994, p. 10, The Commission on Colleges of The Southern Association of Colleges and Schools.)

B. Measure: Community Service Activities
Standard: College efforts to support the avocational needs of the citizens of the service area are evidenced by:

Numbers (duplicated):

_____ Enrollment in Community Services courses during the past year (Institutional data)
_____ Community Service courses offered during the past year (Institutional data)
_____ Cooperative agreements between the college and other community agencies to provide avocational educational activities for the citizens of the service area during the past year (Institutional data)

6. Identification of Exemplary Status

The Workforce/Continuing Education Division meets ALL and exceeds four (4) standards of this evaluation and one of the following is evident:

_____ Workforce/Continuing Education Division has received local, state, or national recognition or other awards or commendations.
_____ Workforce/Continuing Education Division should be rated exemplary for reasons noted under comments.

Note: New Workforce/Continuing Education Division operations are not eligible for EP status until statistics are available.

VI. QUALITY OF ACADEMIC AREAS

A. Measure: Library Resources
Standard: Compliance with SACS criteria as evidenced by:

_____ Access to a broad range of learning resources
_____ Orientation program for students to use learning resources
_____ Opportunity for students to learn how to access information in different formats
_____ Maintain adequate hours
_____ Learning resources cataloged and organized
_____ Convenient and effective access to all learning resources
_____ Adequate physical facilities
_____ Evidence of incorporating technology advances into learning resource operations
_____ Adequate staffing by qualified professionals
_____ Regular and systematic evaluation of learning resources, holdings, and policies

B. Measure: Core Curriculum of Associate Degrees (A.S. and A.A. only)*
Standard: The college has incorporated a core curriculum of at least 42 SCH into each academic degree plan, unless a smaller core curriculum component is specified in a statewide field of study curriculum

*Not applicable for colleges in the TSTC system.

C. Measure: Transfer Facilitation*
Standard: The following items are in place to facilitate transfer (100% compliance):

_____ Transfer dispute resolution policy published in catalog
_____ The college's transfer policies are published and made available to students

* Not applicable for colleges in the TSTC system.

D. Measure: Transfer Student Success*
Standard: System to document success of transfer students at transfer institution is in place and monitored. Coordinating Board and University data is acceptable, e.g. Community College Transfer Rate Study

* Not applicable for colleges in the TSTC system.

E. Measure: Developmental Programs
Standard: Basic skills programs in reading, writing, and math are present and the college has a system in place to track compliance with the 27 SCH limit

Note: Exceeds standard if college offers well-rounded developmental education program (study skills, ESL, etc.) utilizing a variety of instructional methods (e.g. lab support, tutoring, etc.).

F. Measure: Developmental Student Success
Standard: A system to track the success of developmental students is in place and used to improve programs

Note: Exceeds standard if college has developed a comprehensive tracking system that is well-documented and used to improve the programs.

VII. **QUALITY OF WORKFORCE EDUCATION PROGRAMS** (This section applies to each individual workforce education program.)

A. Measure: Program Graduates Over Three (3) Year Period
Standard: Program has 15 graduates over three (3) year period (except new programs approved by CB for implementation on or after September 1998)

Graduates for last three years:

CIP Code	1998-99	1999-2000	2000-2001	Total

_____ Not applicable if program received CB approval for implementation on or after September 1998 and has less than 15 graduates.

Note 1: Program meets standard if "not applicable" is checked.
Note 2: In future, documentation on students who do not graduate but who gain skills that lead to employment or advancement in positions related to their training can have a positive impact on the program status rating for those programs that do not meet this standard. When a state-wide system is developed with the participation of business and industry to formally and consistently recognize such "marketable skills achievement," those positive program outcomes will be incorporated into the compliance requirements for this standard.

Source: CBM009

B. Measure: Placement of Program Graduates Over Three (3) Year Period
Standard: 90 percent of program graduates are placed within one (1) year of graduation (except new programs approved by CB for implementation on or after September 1998)

Graduates employed or pursuing additional education:

Year	CIP	Total Grads *	Successful Number	Outcomes Percent
1997-98		_____	_____	_____
1998-99		_____	_____	_____
1999-2000		_____	_____	_____
Total		_____	_____	_____

_____ Not applicable if program received CB approval for implementation on or after September 1998 and placement is less than 90 percent.

Note 1: Program meets standard if "not applicable" is checked.
Note 2: Exceeds standard if three (3) year average placement rate is 95 percent or greater.

*Unduplicated, may not match CBM009 data and excludes incarcerated.

Source: Automated Student and Adult Learner Follow-Up Systems and CB116

C. Measure: Licensure Pass Rate
Standard: 90 percent of students tested on a specific licensure exam pass the exam as reported for the most recent year for which data is available (Perkins Standard)

OR

the percentage of students who take licensure exams and pass is no more than five (5) percentage points below state average for last three (3) years for the specific licensure exam

	CIP	Total Tested	Successful Number	Successful Percent	Outcomes
Most Recent Year	_____	_____	_____		_____
OR					
State 3-Year Average	_____	_____	_____		_____

Note: Exceeds standard if pass rate is 95 percent or greater.

D. Measure: Professional Program Credentials
Standard: Program with professional credentialing requirements has documentation that it meets the standards of the respective credentialing agency

_____ Program holds mandatory licensure, accreditation, or certification
_____ Program holds additional professional accreditation, certification, or registration customary for programs in that discipline

Note: Program exceeds standard if it holds extra accreditation, certification, or registration above what is customary in that discipline.

E. Measure: Compliance with *THECB Workforce Education Guidelines (GIPWE)*
Standard: 100 percent compliance for AAS and Certificate Awards

AAS	Cert	
_____	_____	Curriculum linked to business and industry
_____	_____	SCANS matrix
_____	_____	Capstone Experience
_____	_____	Program length *
_____	_____	Compliance with WECM standards according to guidelines

*Program length should be no more than ± 6 SCH different than what appears on the CB program inventory.

F. Measure: General Education Requirements
Standard: 100 percent of all associate degrees have at least 15 SCH of general education

General education must include at least one course in each of the following three areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of general education courses by area:

Humanities/Fine Arts	Social/Behavioral Science	Natural Sciences/Math
__ Humanities	__ Government	__ Biology
__ Journalism	__ History	__ Chemistry
__ Drama/Art/Music	__ Psychology	__ Physics
__ Philosophy	__ Sociology	__ College-level Math (must be academic)
__ Cultural Studies	__ Anthropology	__ College-level Science (must be academic)
__ Classical languages	__ Economics	__ Geology
__ Ethics	__ Elective	__ Elective
__ Elective		

Note: Meets standard if program consists of certificate only.

G. Measure: Faculty Support
Standard: Number of faculty is adequate to support the program

For an AAS program/award, there must be one full-time instructor with primary teaching assignment in the area. For a certificate program/award, there must be an assigned program coordinator who is a full-time employee of the college qualified in an occupational/technical area.

H. Measure: Equipment and Facilities
Standard: Advisory committee meets at least once per year; maintains written minutes in a format similar to that outlined in the GIPWE reflecting industry involvement; advises on curriculum matters, encourages opportunities for increasing representation of under-represented populations in the program, and certifies in writing that equipment and facilities meet business and industry standards and are adequate and appropriate to support the program

I. Measure: Budget Adequacy
Standard: Advisory committee has certified in writing that the current budget is adequate to support the program

J. Measure: Linkages and External Agreements with Schools and Universities
Standard: Program has at least one (1) agreement in place and is pursuing others as appropriate

AAS	Cert	
_____	_____	2+2(+2), 1+1
_____	_____	Tech-Prep
_____	_____	Advanced placement
_____	_____	University transfer
_____	_____	Inverted degree plans
_____	_____	Dual credit technical program
_____	_____	Other (describe under comments):

Note: Exceeds standard if four (4) or more are present.

K. Measure: Business and Industry Partnerships
Standard: Active involvement with business/industry and documented evidence of at least two (2) of the following affiliations:

_____ Agreements for sharing facilities, equipment, labs, etc.
_____ Internships/apprenticeships/co-op/practicum/clinical
_____ On-site training for faculty at business/industry worksites
_____ Contractual agreements with business/industry
_____ Other (describe under comments):

Note: Exceeds standard if three (3) or more are present.

L. Measure: Integrating Academic/Technical Education
Standard: Program must include writing and use of computers

_____ Program includes writing (required)
_____ Program includes use of computers (required)
_____ Academic courses in the curriculum
_____ Identification, teaching, and assessment of critical thinking, problem-solving, listening and speaking skills
_____ Technical applications included in academic courses
_____ Other (describe under comments):

Note: Exceeds standard if five (5) or more are present, including the required elements.

M. Measure: Employer and Student Satisfaction
Standard: College measures and documents employer and student satisfaction and uses results for program improvement

At least two (2) of following are available:

_____ Documentation of Advisory Committee satisfaction with program
_____ Student survey
_____ Employee survey
_____ Documentation of survey results used for continuous improvement of the program
_____ Other

Optional interview with students may be conducted for this measure. Please note any student observations in the comments/justification section.

Note: Exceeds standard if three (3) or more are present.

N. Measure: Advisory Committee Membership
Standard: A. Membership reflects diversity of occupational field, such as gender, ethnicity, or large and small employers, and is chaired by business/industry member

B. Documentation indicates efforts to diversify committee membership

O. Measure: Determination of Ongoing Program Need
Standard: Meets standard if need based on at least two (2) of the following:

_____ Industry Advisory Committee
_____ Recent local and/or regional labor market data
_____ National and/or state labor market trend data
_____ Graduate placement rate meets standard
_____ Other (describe under comments):

Note: Exceeds standard if three (3) or more are present.

P. Measure: Identification of Exemplary Program
Standard: Program meets all and exceeds at least five (5) standards on this form and one (1) of the following is evident

_____ Program has received local, state, or national recognition or other awards or commendations
_____ Program should be rated exemplary for reasons noted under comments (detailed comments required)

Note: New programs are not eligible for EP status until graduate and placement statistics are available.

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